

Model United Nations

New Delegate Training Workshop

Part A

- The UNO
- Country Research
- Topic Research
- Position Papers
- Draft Resolution

Overseas Family School
25 F Paterson Road
Singapore, 238515

www.ofs.edu.sg

+65-6738-0211

Compiled by: David Taylor

Model United Nations
The United Nations Organization



UNO
It's Your World

Core Background information

**Why was the UN formed?
What are the goals of the UN?**

Teachers: *this could be an introductory exercise. It is intended to have the student think about the causes of conflict, consider solutions to the causes, and to generate ideas about a global organization that could work towards peace. Depending on the work created by the students it could be referred back to as the overall study progresses.*

The Problem of Conflict

Consider the problem of conflict. What are the causes of conflict? The most basic causes of conflict in the 20th century were competition for resources, misunderstandings, quest of independence and aggressiveness.

Competition for resources: People have traditionally fought over the basic resources of life. Peoples fight over water, food, pasture land, livestock, and living space. People also fight over the essential resources for their economies, such as minerals and oil. People fight for these because they either fear of not having enough, or because they want to get more by taking it from other people. An example of such wars could be World War II as the aggressor states attacked other states in order to secure resources and growing space for their own peoples.

Misunderstandings: Whether because of a language problem, differences in religious practices, not understanding the intentions or interests of other groups, peoples have often had conflict between groups simply because they could not come to an understanding between the groups that could have resulted in the groups cooperating or tolerating each other rather than fighting each other. An example of such conflict could be World War I in which the states at the beginning all claimed to be acting defensively and blaming all others as being the aggressors. Another example could be the Argentine invasion of the Falkland Islands as the Argentine government failed to understand the importance of these islands politically to the British government that controlled those islands.

Quest of Independence: At the beginning of the 20th century many peoples of the world found that they were ruled by governments that neither represented them nor permitted them to participate. Many of these were colonial countries in places like Africa and Asia that were ruled by a European country. Other people found that their national group (people of a common language and culture) were ruled by an other national group. Examples of these: Poland ruled by Russian, Serbs ruled by Austrians, even Greeks ruled by Turkey. What we call the 'subject peoples' often had to fight against the dominant government in order to gain their national independence.

Aggressiveness: Our history shows that there are just some leaders and cultures that are aggressive. Not because of a quest for resources or any misunderstandings, these characters just want to conquer and rule other people. Hitler was this way in World War II, as he attacked countries even if they gave him everything he asked for. Other examples include the 1990 Iraqi invasion of Kuwait, the Italian invasion of Abyssinia in the 1930's, or the 1980's Iraqi war with Iran.

Origins of the United Nations Organization

The UNO was created as a response to the savagery experienced by the world through two World Wars early in the 20th Century.

World War I (1914-1918), and World War II (1930's – 1945) saw massive destruction of much of Europe, northern and southern Asia, and the Middle East. Most countries of the world experienced extreme economic loss. The majority of countries in the world were involved either economically, politically, or directly. And as many as 100 million people were killed by direct fighting or by the sickness and poverty caused by these wars.

Besides the hardships of the wars themselves, extreme brutality was perpetrated against civilian populations at the hands of the warring militaries.

Following World War I in 1918 the United States of America proposed the idea of a global organization that would work to prevent future wars. They called it a League of Nations. The victorious countries agreed to join this new League of Nations. From the beginning there were serious problems that eventually meant that the League of Nations failed.

Problems with the League of Nations:

- the United States did not join
- the USSR (largest country in the world) did not join
- Germany was not permitted to join at first
- any country could quit the League
- the League had no power to force countries to cooperate

The failure of the League of Nations coincided with the beginning of World War II.

As World War II progressed the major Allied powers (USA, USSR, Great Britain) decided that after the war a new global organization was needed, and that it had to be better organized and more successful than the old League of Nations. They proposed a new United Nations Organization.

Following the end of World War II the new United Nations Organization was established on 24 October 1945, and the original 51 Member States ratified the UN Charter. 24 October is now celebrated around the world as United Nations Day.

Purpose of the UNO

There are four key items that express the purpose of the UNO, but principally its purpose is to prevent war by working for peace. The Preamble to the UN Charter states its purpose as:

“WE THE PEOPLES OF THE UNITED NATIONS DETERMINED

- *to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and*
- *to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and*
- *to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and*
- *to promote social progress and better standards of life in larger freedom,”*

These four show that to save humanity from future wars it is necessary to work to support human rights for all peoples, to work for justice for all peoples, and to work towards prosperity for all people.

The Charter goes on to say that it will engage the following practices:

“AND FOR THESE ENDS

- *to practice tolerance and live together in peace with one another as good neighbours, and*
- *to unite our strength to maintain international peace and security, and*
- *to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and*
- *to employ international machinery for the promotion of the economic and social advancement of all peoples,”*

Can you see the connection between the practices and the above purposes?

Try to connect each practice with the purpose it is meant to help achieve.

Organizational Structure of the UN

**Key Q: How does the UN work, so that it can achieve
it's goals?**

Structure of the UNO

The UNO is composed of six main bodies.

1. Secretariat

Like any organization the UNO has an overall management group that coordinates the various parts of the rest of the organization. The management group of the UNO is called the Secretariat. The Secretariat has a large staff that looks after the daily operations of the organization. Publishing, paperwork, accounting, fund raising, research, investigations, web site, and support for the other bodies of the UNO are some of its responsibilities.

Heading up the Secretariat, and chief representative of the UNO is the *Secretary General (SG)*. The Secretary General is elected to this post for five years.

Do you know who is the current Secretary General?

2. General Assembly (GA)

All 193 Member States of the UNO are voting members of the GA and all have a representative who sits in the GA when it meets. The GA is the main body of the UNO. It meets annually and during emergencies. The GA sets overall policies and international law. Each member of the GA has one vote and all votes are equal. A limitation of the GA is that its decisions are not binding on the Member States.

3. Security Council (SC)

The Security Council is the most powerful body of the UNO. It deals with crisis questions of peace and security such as when there is a war. It has only 15 members. Five of these members are permanent and are collectively called the P5 (USA, Russia, France, China, Great Britain). The other 10 members are part of the SC for two-year terms. Votes of the SC are binding on all Member States. The P5 Members have a special power known as the 'veto', and it only applies if one of them votes 'no' on a motion. If a P5 country votes 'no', then the motion is defeated even if 14 other countries voted yes. The veto is a special power that the P5 countries (the main victors of World War II) gave themselves at the beginning of the UNO. Today many countries are calling for a change to this veto system.

An important sub-body of the SC is the **Office of Peacekeeping Operations and Missions**. It manages all of the UN peacekeeping missions around the world. The SC is also responsible for the **International Criminal Tribunals for**

Yugoslavia and Rwanda, that prosecute against war crimes and crimes against humanity.

4. Economic and Social Council (ECOSOC)

54 Members of the UNO are elected by the GA to be part of the ECOSOC. The job of the ECOSOC is to promote human rights, employment, solve world health problems, solve social & economic problems, promote education and international cooperation, and support cultural protection and economic development. ECOSOC also deals with crime, sustainable development, gender equality, science and technology development, population control, and statistics.

Important ECOSOC responsibilities include:

UNDP – UN Development Programme (assists in economic development of countries and regions)

UNEP – UN Environment Programme (environmental protection)

UNICEF – UN Children's Fund (child welfare and development)

FAO – Food and Agricultural Organization (food research, production, distribution)

WHO – World Health Organization (improved health and eradication of disease)

ILO – International Labor Organization (worker's rights and working conditions)

UNESCO – UN Educational, Scientific and Cultural Organization (improved education, access to education, scientific development, cultural protection)

5. Trusteeship Council (TC)

This TC was very busy in the first 25 years of the UNO. Its job was to take care of and to manage states that were former colonies of other countries, to prepare them for independence, and to shepherd them through the transition to becoming democratically independent countries. As nearly all such countries have made the transition there is little for the TC to now do. The TC has suspended itself and will now only meet if a situation requires.

6. International Court of Justice (ICJ)

The mandate of the ICJ is an integral part of the founding Charter of the UNO. There are 15 judges from different countries appointed to serve for 9 years each. The ICJ meets regularly in the Hague, Netherlands to hear and to settle disputes between Member States. It also gives legal advice to Member States, the GA, and other international bodies. Rulings by the ICJ are binding on affected States, and the SC may be called upon to enforce ICJ rulings if States do not cooperate.

For each of the following determine which of the six bodies of the UNO most likely to be associated.

1. promoting education in underdeveloped areas
2. organizing meetings for delegates to the UN Headquarters
3. setting overall targets for improving global health
4. how to deal with an attack by one country against another
5. the transition of Samoa from a colony to an independent country
6. the question of whether Singapore or Malaysia owns Pedra Branca Island
7. food crisis in disaster areas
8. a country wants to develop nuclear weapons
9. financial management of the UNO
10. World Health Organization
11. sending Peace Keeping forces to an area

More sub-bodies and agencies of the UNO.

General Assembly

IAEA
UNRWA

Security Council

UNISCOM
UN Office of Peacekeeping Operations and Missions

ECOSOC

FAO
GATT
ILO
IMF
UNESCO
WHO

Jointly between the General Assembly and ECOSOC

UNCTAD
UNDP
UNHCR
UNICEF

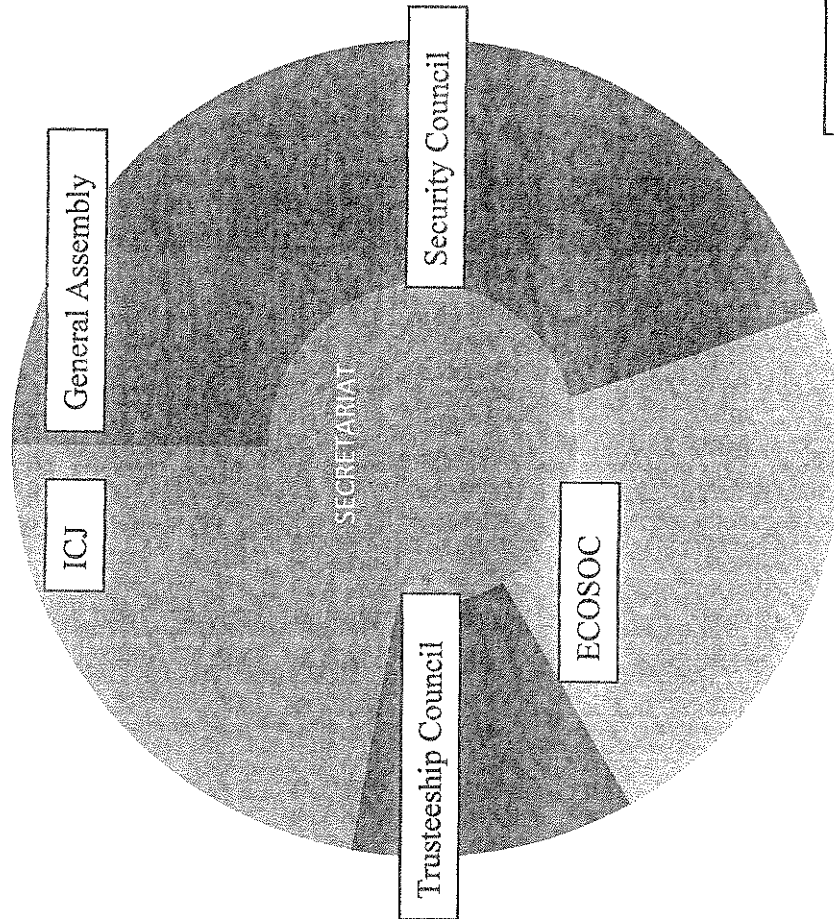
These are just some of the sub-bodies and agencies of three of the UN main bodies. Add these to the UN Organizational chart in the appropriate places.

By consulting with the sites:

<http://cyberschoolbus.un.org/bookstor/kits/english/unintro/images/unsystem.gif> and
<http://www.dlhoffman.com/publiclibrary/factbook96/wfb-un.gif> you can fill in some more of these agencies.

Use the internet and lookup the meanings of these agency titles. For example, ILO stands for International Labor Organization. Its function is to promote safe and just labor practices, to promote the rights of workers, and to improve working conditions for workers.

United Nations Organization

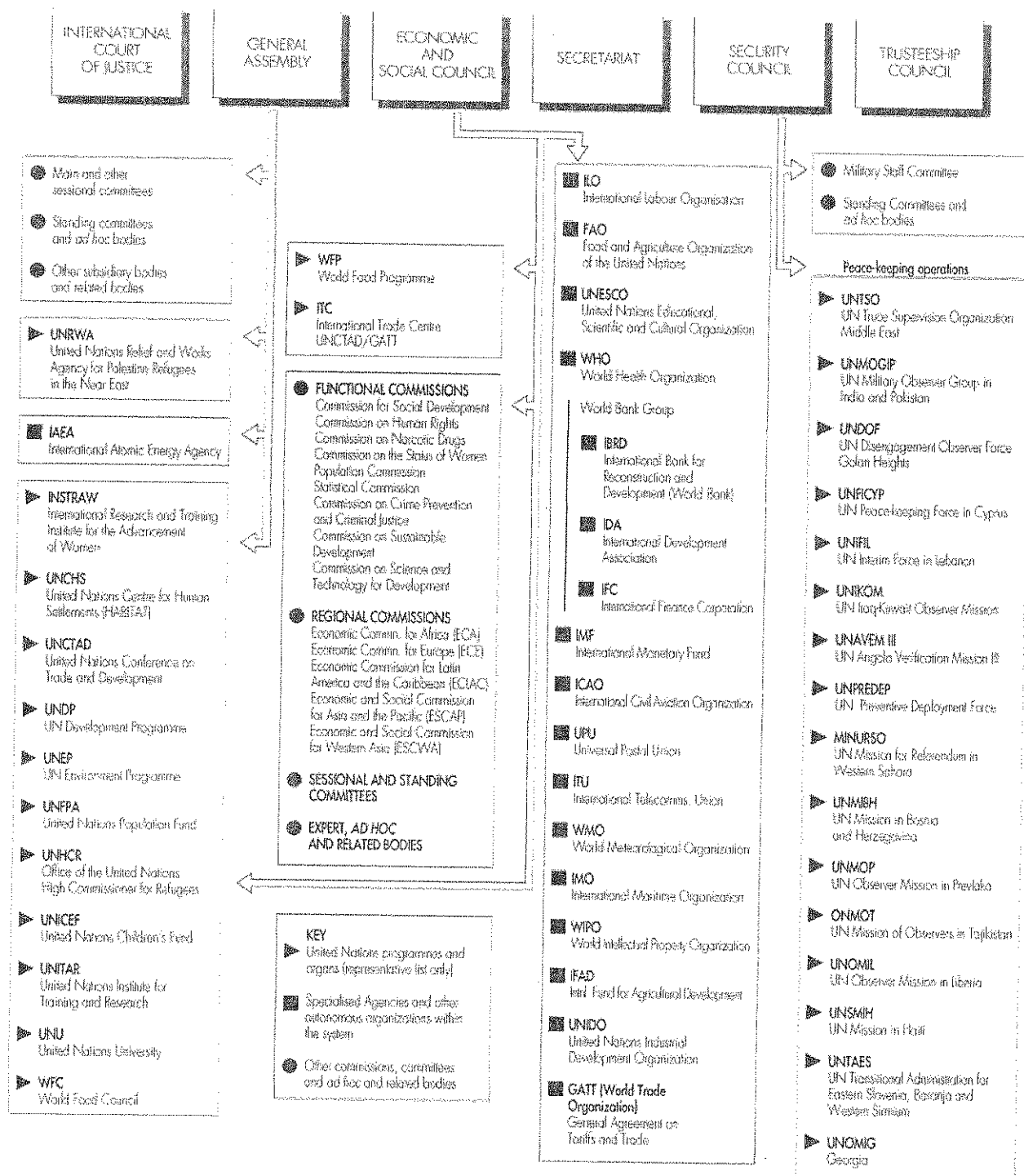


- General Assembly
- Security Council
- ECOSOC
- Trusteeship Council
- ICJ

Enter: membership, responsibilities, authority and powers of each of the main bodies.

Enter: some key sub-bodies / agencies of the main bodies.

Sub-bodies and agencies of the UNO



Sovereignty

Although every Member State of the UNO has a vote on the GA, and all participate in various parts of the UNO, it remains that every Member State is sovereign. That is to say, every country remains freely independent to do what it wants within its own borders, and almost as free to do what it wants internationally. Membership in the UNO does not take away this independence.

No country likes to be told what to do, and in most cases the UN has no authority to 'make' a country behave a certain way. Only the Security Council can impose its will on a country, but this is done only rarely in extremely serious cases.

In practical terms this means that countries will participate and cooperate with the UNO when they benefit from doing so, or they perceive an advantage. Usually a country will not support plans of the UNO that are a disadvantage to that country.

The United Nations (UN)

Reading and Discussion

The **United Nations** is an international organization with 192 country members. These countries have joined together to strive for peace and security in the world. The UN was established officially on 24th October 1945 to take the place of the **League of Nations** which was founded after World War I between 57 nations. It was meant to work on peace and to promote social and economic cooperation. However, it was considered a failure as it was unable to stop or prevent World War II.

Between April and June of 1945, 50 countries met at the **United Nations Conference for International Organization** in San Francisco to finalize the rules for international cooperation between the countries. In June 1945, the rules were signed by the 50 countries and later by Poland which could not attend the conference, but is recognized as a founding member. The rules that were ratified and signed by the 51 countries are seen as the Constitution of the UN, or the UN Charter. The Charter lists the goals, principles, and objectives of the UN and all member countries must abide by it. According to the Charter, the main goals of the UN are as follows:

- to keep peace by settling disputes or taking steps to stop aggression;
- to develop friendship between nations by respecting equal rights and freedoms;
- to bring about international cooperation to help people live better lives;
- to act as a centre to help nations achieve these aims.

The founding member countries that met in San Francisco wanted to ensure that they could prevent wars and try to expand the areas of development and cooperation between the member countries. However, no country member wanted to establish a world government, which is the reason that the UN does not pass laws, but only issues resolutions. Each country still has its own sovereignty. This means that member countries are forbidden to interfere or meddle with the local affairs of another country. The UN cannot impose taxes on the different member countries, but each country pays its share of the UN expenses.

The UN was founded to act as a permanent place where countries could talk about problems or issues and try to work out solutions for them. The UN relies mainly on public influence rather than legal power. Since the UN was founded, many countries have been accepted as members, and as there are so many different countries and members, six official languages have been adopted: Arabic, Chinese, English, French, Russian, and Spanish.

The headquarters of the UN are in New York City, but it is considered to be on international territory. The European headquarters are located in Geneva, Switzerland. The UN has many offices all over the world. It also has its own flag, post office, and stamps. The spokesperson of the UN is called the Secretary General and is elected every five years. Though the 5 year term can be renewed indefinitely, no one has held that position for more than two 5 year terms. The UN is divided into six main working groups and has many commissions, committees, agencies, and other organizations to deal with special subjects and specific fields.

Activities

Activity A: Multiple Choice:

1. The United Nations replaced:
 - a. The League of Nations
 - b. The Community of Nations
 - c. The Charter of Nations
 - d. None of the above
2. The number of countries that are members of the United Nations is:
 - a. 50
 - b. 51
 - c. 193
 - d. 292
3. The official languages of the UN are all except:
 - a. Arabic
 - b. Chinese
 - c. French
 - d. German

Activity B: List three goals of the United Nations:

1. _____
2. _____
3. _____

Activity C: True or False:

- ____ 1. The UN Charter represents the constitution of the UN
- ____ 2. The UN is divided into seven main working groups.
- ____ 3. The UN was established to act as a world government that is able to pass laws and impose taxes.
- ____ 4. The UN was founded to act as a permanent place where countries can talk about problems or issues and try to work out solutions for them.
- ____ 5. The UN was established officially on the 24th October 1945.

Answer Key

Activity A

1. The United Nations replaced:
 - a. The League of Nations
 - b. The Community of Nations
 - c. The Charter of Nations
 - d. None of the above
2. The number of countries that are members of the United Nations is:
 - a. 50
 - b. 51
 - c. 193
 - d. 292
3. The official languages of the UN are all except:
 - a. Arabic
 - b. Chinese
 - c. French
 - d. German

Activity B

- a) to keep peace by settling disputes or taking steps to stop aggression;
- b) to develop friendship between nations by respecting the equal rights and freedoms;
- c) to bring about international cooperation to help people live better lives;
- d) to act as a centre to help nations achieve these aims.

Activity C

- T 1. The UN Charter represents the constitution of the UN
- F 2. The UN is divided into seven main working groups.
- F 3. The UN was established to act as a world government that is able to pass laws and impose taxes.
- T 4. The UN was founded to act as a permanent place where countries can talk about problems or issues and try to work out solutions for them.
- T 11. The UN was established officially on the 24th October 1945.

Country Research

The beginning of research is learning about the country you will be representing. In order to make the MUN conference a successful simulation of the real-world United Nations processes of issue resolution you must accurately represent the real interests of your assigned country.

In order to represent your country appropriately and accurately you need to do sustained research over a period of months. You can do factual research for part of your preparation by using internet sources, almanacs, and encyclopedias. You should also consult the government website of your country. Often the government website has very current information, economic and social statistics, and recent government policy updates. This is relatively straight forward and you can answer many questions in a short time this way.

However, this will only give you a basic set of facts about your country. You will need to have more. You will need a 'feel' for your country. You will need to know the interests, fears, concerns, successes and problems your country thinks about. You will need to know how confident or worried your country is on certain issues. You will need to know the immediate situation in your country in the lead up to the conference. For this you will need to follow the news over a few months to see what things are developing in your country.

Did your country participate in a world conference of any sort? Are you part of some international negotiations? What was the last address by your country at the United Nations? How has your country related to global issues in the last few months and recent years? Any natural disasters hitting your country? Has your country been accused of any wrong recently? Questions like these are important and will affect how others will relate to you at the MUN conference and how you will represent your country. Therefore you must watch the news, use news sites on the internet, and cut out newspaper stories that involved or affect your country.

Another great source of information is by talking to people about your country. You may have classmates or teachers who are from that country. They can provide lots of information from personal experience of living or traveling in that country.

One other great source of information is the diplomatic corps. As you are in training to become diplomats to represent a country you will find that embassies are very willing to cooperate with you and to provide valuable information about their country. Manytimes the embassy has a political section that has someone whose task it is to teach people like yourself about their country, explain the government positions on issues, and to generally educate about the interests and circumstances of that country. Be diplomatic and contact the embassy. You will generally find them to be very cooperative. It may be advisable to ask your MUN Director at school to invite an embassy representative to attend your school and to address your MUN group.

Included here is a sample text of an invitation letter you could complete and send to an embassy.

(letterhead)

Sirs,

My name is (your name). I am a student at (school name) and a member of our Model United Nations club. I am preparing to represent the country of (name of country) at an upcoming Model United Nations conference. In order to most realistically represent (country name) I would like to meet with, or be able to speak with on the telephone, a representative from your embassy.

I would like to learn about a wide range of information on the country, such as those things of greatest interest or concern to the country, international contributions, how the country handles criticisms if there are any, and the overall welfare of your population. I would also like to learn the general diplomatic themes and orientations of the country. These will help me to realistically formulate answers to questions I may be asked. I will also be better able to form positions on issues in a way that more realistically represents what might be the actual position of (country name).

I do look forward to a response from your embassy.

Thank you very much,

(your name)

(your school)

(telephone)

Hello,

My name is (your name). I am a student at (school name) and a member of our Model United Nations club. I am preparing to represent the country of (name of country) at an upcoming Model United Nations conference.

Is it possible to speak with a member of the embassy staff about (name of country) who might help me to prepare myself as a delegate representing (name of country)?

At this point you may be passed to a member of the embassy staff, asked for your contact information so someone may call you back, or be advised of an e-mail address to contact. If you are passed to a member of the embassy staff you might want to say the following.

Hello. My name is (your name). I am a student at (school name) and a member of our Model United Nations club. I am preparing to represent the country of (name of country) at an upcoming Model United Nations conference. In order to most realistically represent (country name) I would like to meet with, or be able to speak with on the telephone, a representative from your embassy.

I would like to learn about a wide range of information on the country, such as those things of greatest interest or concern to the country, international contributions, how the country handles criticisms if there are any, and the overall welfare of your population. I would also like to learn the general diplomatic themes and orientations of the country. These will help me to realistically formulate answers to questions I may be asked. I will also be better able to form positions on issues in a way that more realistically represents what might be the actual position of (country name).

Take the rest as it comes. The embassy person may be happy to speak with you right then offer to get back to you, offer to visit your school, invite you to visit the embassy, invite you to send a list of the issues you will be dealing with at your MUN conference, or any number of other possibilities. It is up to you to respond effectively. Don't be shy. It is the job of the embassy to represent their country, and you will find that most embassy personnel are happy to work with students and teachers, especially with regards to Model United Nations.

Researching A Country

You will need some basic research. Here are some logical steps to researching about your country.

Map. You will need to get a map of your country, preferably one that also shows its neighbors and relative position in the region.

Consulting web sites is an easily accessible research method. Here is a list of useful sites. Not all need to be consulted. Some are specialist and would only apply to particular countries in specific circumstances.

Most useful are:

THIMUN	www.thimun.org
THIMUN-Singapore	www.thimunsingapore.org
CIA World Fact Book	www.cia.gov/cia/publications/factbook
United Nations Organization	www.un.org
UN Cyber School Bus	www.un.org/Pubs/CyberSchoolBus
Embassies Worldwide	www.embassyworld.com
Missions at the United Nations	www.un.org/Overview/missions.htm
CNN	www.cnn.com
BBC News	www.bbc.co.uk
Reuters	www.reuters.com

These web sites will help you with basic country research, both technical and historical.

Below you will see a list of items that you will want to learn about your country. Use the headings and sub topics and create a country research report. This will become a very useful tool for you.

Geography – physical <ul style="list-style-type: none">• climate• topography• fresh water availability• ocean access• rivers• bordering countries• geo-political considerations• physical advantages / disadvantages of topography	Geography – human <ul style="list-style-type: none">• population• languages• ethnic groups• religious groups• problems between ethnic groups• health data<ul style="list-style-type: none">▪ birth rate▪ infant mortality▪ population per doctor▪ life expectancy• education<ul style="list-style-type: none">▪ literacy rate▪ expected years in school▪ GDP spent on education
Economics <ul style="list-style-type: none">• diversity of the economy• GDP• Population below the poverty line	Human Development Index <ul style="list-style-type: none">• your country's ranking• compared to other countries

<ul style="list-style-type: none"> • Per capita income 	
Politics <ul style="list-style-type: none"> • formal name of country • name of political system (ie. monarch) • government <ul style="list-style-type: none"> ▪ head of state ▪ head of government ▪ cabinet ▪ legislative ▪ internal administrative districts • other political organizations within the country 	Natural resources <ul style="list-style-type: none"> • commodities produced • mineral resources • petroleum resources • water • land • natural environment (ie. forests)
As a state <ul style="list-style-type: none"> • independent sovereignty since • joined the UN • corruption perceptions index (www.transparency.org) 	International relations <ul style="list-style-type: none"> • friends and allies • must get along with • do not get along with • relations with neighbors • international contributions • international criticisms • international problems
History <ul style="list-style-type: none"> • general • last 50 years • very recent 	Defense <ul style="list-style-type: none"> • military structure • dependency on other nations • membership in military alliances • size of military • recent military history • percent of budget or GDP spent on military • dependency upon military
Cool stuff <ul style="list-style-type: none"> • things we have • things we've done • things proud of • famous people 	Flag of your country

The appendix also has an example, as does the web site www ofs.edu.sg ... of a country research report laid out in both presentation format and in document format. All of this covers what I call the 'hard' facts of the country.

'Soft' facts are those that deal with the personality and inclinations of a country, its leadership and society, at a given point in time. How will a country react to particular circumstances? What policies will it support? Is it philanthropically inclined? These sorts of questions you need to know in order to represent it as a delegate. These soft facts of a country's personality are more difficult to learn, but still possible. Keep in mind that by 'country' in this case we usually are referring to the policy making organs of that country.

Monitoring the news and the more in-depth news programs can yield much useful information about a country's personality. Many news sources like Reuters, BBC, and CNN keep archives available for internet browsing. Search by using your country name. These sources are also very helpful when researching your country's relationship to a particular issue. Search using your country name and key words from the issue. For example, if you are representing Canada and your topic is disaster relief, you might search for *Canada disaster relief*.

Country Delegation

So far we have taken an individual approach with our country research. At some point we need to start to function as a team. You are a delegate, one of several representing a country. Together the delegates of a country are a delegation. The delegation needs to work together to strengthen their collective understanding of the country they represent. Although while at a conference each delegate will be in a separate committee (unless a committee has delegates as pairs), your authenticity and level of understanding of your country will reflect on the delegate, the delegation, and the school you come from. With that in mind let's discuss delegation group work.

Once all delegates have had time to research both hard and soft facts about their country it is time for the group to come together as delegates. Compare your research. By sharing you can complete the research by adding in what some found but others missed. Come to a common agreement on the facts about your country.

Then there is a very specific group exercise to now follow. It is very important for all members of the group to understand the personality of your country. This understanding will help you represent your country authentically, and will help you decide your policy positions on issues in your separate committees. Therefore, discuss with your country group and come to agreement on the following.

ANSWERS MUST BE WRITTEN and shared with all members of the group.

1. Who are your natural allies (countries that you would normally cooperate with on a range of issues)?
2. Who are your natural enemies (countries that you would normally not cooperate with on most issues)?
3. Which countries do you most need for the general welfare of your country?
4. Which countries are most detrimental to the general welfare of your country?
5. Which issues (global, regional, local) are most important to your country, and why?
6. What is the general attitude of your country towards:
 - a. the world
 - b. your neighbors
 - c. your region
7. On the question of foreign aid, humanitarian spending, donating money, is your country generally a 'giver' nation, 'taker' nation, or isolated nation? Offer an example.

8. Would you say that your country is generally a leader, cooperator, follower, free rider or a loaner, and why?
9. Would you say that your country is generally a positive actor internationally or a negative actor (trouble maker or net consumer of foreign aid, for example)?
10. Describe your country's overall personality.
11. Describe the general perception of your country by other countries.

**Country
CHECKLIST 1**

Name of the country: _____

I / Identity

A/ Geography

- Surface? _____
- Population? _____
- Capital? _____
- Location:
 - o On which continent? _____
 - o Close to a sea, an ocean YES? ☐ NO? ☐ Name it/them? _____
 - o Landlocked country YES? ☐ NO? ☐
 - o Relief of the country? _____
 - o Is the relief an advantage or a disadvantage YES? ☐ NO? ☐
 - o Explain: _____
- Name the bordering countries: _____

B/ History and political life

- Independent country YES? ☐ NO? ☐
- Former colony YES? ☐ NO? ☐ Independent since when? _____
- A former colony of which country? _____
- Actual political regime? _____
- Is the regime stable YES? ☐ NO? ☐
- Explain: _____
- Name of the Head of State? _____
- Name of the Head of Government? _____
- What are the main events of the last 5 years? _____

C/ Cultural aspects

- What is/are the official language(s)? _____
- Are there different ethnical groups YES? ☐ NO? ☐
- Name them: _____
- What is/are the main religion(s)? _____
- Have these elements an influence on:
 - o The society YES? ☐ NO? ☐
 - o The political life YES? ☐ NO? ☐
 - o The economy YES? ☐ NO? ☐
 - o Explain: _____

D/ Economic aspects

- GDP? _____
- Dependency and debt: _____
- Resources:
 - o Energy: _____
 - o Mines: _____
 - o Agriculture: _____
 - o Fishing: _____
 - o Industry: _____
 - o Services (trade, transport, tourism): _____
- Is it an MEDC YES? ☐ NO? ☐
- Is it an LEDC YES? ☐ NO? ☐
- Explain: _____
- Member of an economic organisation YES? ☐ NO? ☐ Name it: _____

II/ International position

A/ Defence

- Military independence YES? ☐ NO? ☐
- Explain: _____
- Member of a military alliance YES? ☐ NO? ☐
- Name it: _____
- Nuclear weapon YES? ☐ NO? ☐

B/ Influential position

- Member of the United Nations since when? _____
- Regularly member of the Security Council YES? ☐ NO? ☐
- Last times member? _____
- Regularly member of ECOSOC YES? ☐ NO? ☐
- Last times member? _____
- Member of international organisations YES? ☐ NO? ☐
- Name them: _____
- Relationship with the bordering countries: _____

C/ Useful complementary information

Model United Nations
Country group task

Gather in your country groups.

Share your research and come to a common agreement on the facts for all information indicators on the first country fact sheet.

It is very important for all members of the group to understand the personality of your country. This understanding will help you represent your country authentically, and will help you decide your policy positions on issues in your separate committees. Therefore, discuss with your country group and come to agreement on the following. **ANSWERS MUST BE WRITTEN** and shared with all members of the group.

1. Who are your natural allies (countries that you would normally cooperate with on a range of issues)?

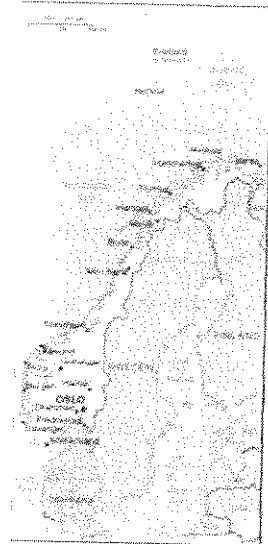
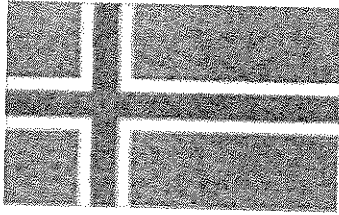
2. Who are your natural enemies (countries that you would normally not cooperate with on most issues)?
3. Which countries do you most need for the general welfare of your country?
4. Which countries are most detrimental to the general welfare of your country?
5. Which issues (global, regional, local) are most important to your country, and why?
6. What is the general attitude of your country towards:
 - a. the world
 - b. your neighbors
 - c. your region
7. On the question of foreign aid, humanitarian spending, donating money, is your country generally a 'giver' nation, 'taker' nation, or isolated nation? Offer an example.
8. Would you say that your country is generally a leader, cooperator, follower or a loner, and why?
9. Would you say that your country is generally a positive actor internationally or a negative actor (trouble maker or net consumer of foreign aid, for example)?

Country Profile
Teacher's Edition

*Sample
Country
Research.*

Country: Norway

Flag



Map

Population

4,660,539

In population Norway is a small country, about the same as Singapore. But in land area Norway is large. The country is long and narrow, with most of the population living in the southern part of the country, near the capital city of Oslo.

Ethnic groups in the country

95 % of the population is Norwegian. Only 3.5 % are of other European ethnicity, while only 2 % are 'other'.

Religious groups

85.7 % belong to the Church of Norway (a Protestant Christian church), 4.4 % are of other Christian religion, 1.8 % Muslim, and others make up 8.1 %.

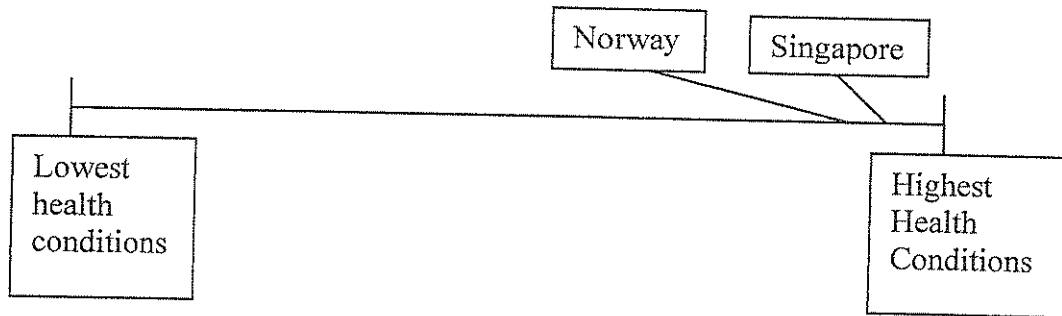
Problems with ethnic groups

Norway is almost all, 95 %, ethnically Norwegian, and has no internal conflicts between ethnic groups.

Health Data

Here is some data on health in Norway.

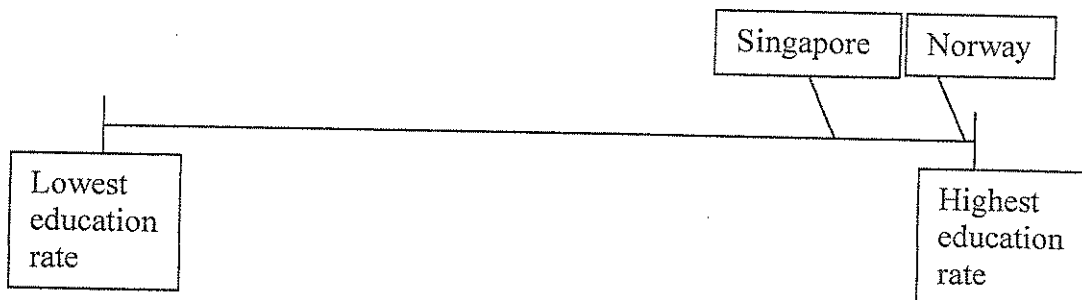
Criterion	Norway	Singapore
Death Rate:	9	5 / 1000
Infant mortality (babies dying within one year from birth):	4	2 / 1000
Life expectancy:	80	82 years



Education

Norway really believes in a good education. Students stay in school for many years, and they learn several languages. A very high percentage of the population graduates from university.

Criterion	Norway	Singapore
Literacy (how many can read and right)	100	92.5 %
Expected years spent in school	17	11 (http://www.visionofhumanity.org/gpi/results/singapore/2008/)
Money spent on education as a percent of the total amount of money produced in the country.	7.2	3.7 %

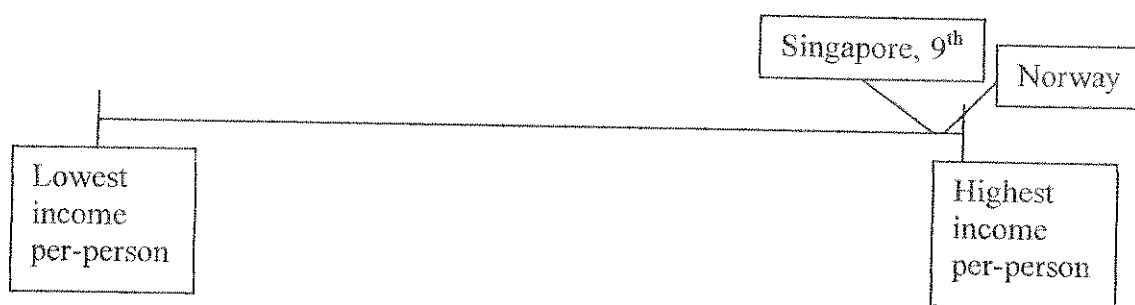


Economics

Norway has a modern, technologically advanced economy. Norway has many natural resources, such as coal, and has a modern and successful fishing industry. Norway has lots of oil and gas

and is the world's third-largest gas exporter. The country saves most of the money made from oil, planning for the future when oil will run out.

Criterion	Norway	Singapore
Economic diversity (how many different kinds of economic activity done)	Resource based: oil, gas, coal, forests, fishing. Modern manufacturing and electronics.	Highly diverse-export oriented, emphasis on information technology, electronics, and pharmaceuticals
GDP (total money made in the country)	\$256.5 billion	\$240 billion
Population below poverty line	N/A	Not available for Singapore
Per capita income (money made per person)	\$ 55,200 (7 th highest in the world)	\$52,000 (9 th from top)



Human Development Index

The Human Development Index (HDI) is produced by the United Nations. The Index looks at a country and considers certain criteria. These are life expectancy, literacy, education, and the average income per person. The better things are in a country on these criteria the better score a country will receive. A high score means the country is a good place for the people who live there. They can live healthy and productive lives. A lower score means things are not so good for that population.

There are 179 countries on the Human Development Index for 2006. Number 1 country is Iceland. It is best on the HDI. In last place at 179 is Sierra Leone, an African country that has suffered terrible wars and other problems.

Countries numbered 1 – 75 are called “High Human Development” countries.

Countries numbered 76 - 153 are called “Medium Human Development” countries.

Countries numbered 154 - 179 are called “Low Human Development” countries.

Norway is number 2. So Norway is a “High Human Development” country, a great place to live.

Political System

Norway has a democratic political system. That means that the population has some say in choosing their government. But Norway is also a **constitutional monarchy**. This means that it has a King or Queen. "**Constitutional**" means that there is a set of fundamental laws that even the king must obey.

Government organization

Norway's system is called a Constitutional Monarchy.

Head of State: King Harald V (the 5th). He has been King since 17 January 1991.

Head of Government: A Prime Minister is Head of Government. This is now Jens Stoltenberg. The Prime Minister, working with a group called the Cabinet, runs the business of the country. The Cabinet and Prime Minister are elected members of Parliament. To become Prime Minister or a Cabinet member they must be appointed by the King and approved by Parliament.

Legislative: In Norway this is Parliament. All members of Parliament must be elected every four years. The leader of the winning political group is usually appointed by the King to be the Prime Minister.

Parliament represents the people, debates proposed laws, makes the laws, and approves the yearly budget (business plan).

Internal administrative organization

Although a small country, technically a City-State, Singapore still has smaller administrative divisions in the country. There is a Mayor over each district.

As an independent country

In the 1800's Norway was governed by its neighbor country Sweden. On 7 June 1905 Norway declared its union with Sweden to be dissolved. Four months later, on 26 October 1905, Sweden agreed. Since that time Norway has been an independent country. Unfortunately for Norway, between 1940 and 1945, it was invaded and controlled by Germany during World War II. Norway remained a country during this time, but it was not free again until 1945.

Joined United Nations Organization

Norway became a member of the United Nations on 27 November 1945, just a few months after being liberated after World War II.

Corruption Perceptions Index

This index is produced by a group called Transparency International. It considers a variety of factors to judge if a country system is considered very honest, very dishonest, or somewhere in between. Number 1 on the list is the most honest. Number 179 is the most dishonest (corrupt).

Norway is number 14 on the list.

Internationally

Norway generally gets along with its neighbors. Lately however Norway has had disagreements with countries like Canada about the right of Norwegian ships to fish near to Canada. Environmentalists and some countries are angry with Norway because it continues to kill whales for food. A new international argument is now about which countries can claim to control the North Pole region (Arctic Ocean). Norway is one country making a claim.

Friends

Norway is not a member of the European Union, but still it is a very important contributor to that group. Norway does most of its trade with the rest of Europe.

For security Norway is a member of the North Atlantic Treaty Organization (NATO). This NATO is a military alliance of countries that is meant to help each other and to protect each other from being attacked.

Need to get along with

One of Norway's largest neighbors, the largest land-country in the world, is Russia. Russia was one of the Great Power countries from 1945 – 1992. But, Norway and NATO were enemies of Russia. Since 1992 Norway and Russia have been trying to get on better terms with each other, improving economic trade and general friendship.

Do not get along with

Although improving its relationship with Russia over the past 15 years, Norway still has some concerns. Russia and Norway are both claiming rights to control the same parts of the Arctic Ocean. Russia still sends its navy ships too close to Norway, and Norway doesn't like that.

Cool Stuff

Things we are proud of

Its Viking history.

Fantastic natural environment. Many tourists come to see the fjords (mountain valleys that stretch into the ocean).

Roald Amundsen, Norwegian explorer who was the first person to reach the South Pole (1910-1912), and the first person to reach both the South and North Poles.

Glossary

Cabinet: the group of people in government who are the heads of the different departments of the government. For example, in Singapore the head of the department of education is called the Minister of Education.

constitution: this is a set of fundamental laws of a country that tell a government what it may do. All laws and actions of government must obey the constitution.

corruption: dishonest behavior of people in the country. Examples could include, paying money to the government to get a favor, paying a police to not get you in trouble.

death rate: looking at average groups of 1000 people, how many of those die in a year

democracy: a political system in which the government is chosen by the population, and can be changed by a peaceful election in which the population votes

dictatorship: a political system in which the government, often a small group or just one person, has total political power in a country. The people have no choice.

ethnic group: a group of people who are of the same race

GDP: Gross Domestic Product; the total amount of money made by the country in a year

infant mortality: babies who die within one year of being born

internal administrative organization: the individual sections inside a country. In some countries these are called states or provinces. For example, California is a state in the USA. These have their own smaller governments to take care of the business of that section of the country.

life expectancy: how long a person is expected to live from the day they are born

per capita: a Latin word meaning "for each head", we would say for each person

Issue Research

Researching issues is quite exciting. Most or all of the issues selected to be part of an MUN conference will be current and exciting, and may be part of the daily news affecting the world.

You must be very well informed on the issues. You must stay current on the news. You will need to be following the issues for several months in preparation for the conference, and especially in the weeks immediately before the conference.

Excellent sources are the news channels themselves. CNN, BBC, ABC, are a few. Watch the television news and log on to their web sites to search for and read about the issues you are studying.

Embassy personnel. These people may be actually dealing with, or know important information about a particular issue, and maybe even know what their country's position is on that issue. Talk to them.

The United Nations. Many of the issues are already being studied and debated by the UNO. Check the UN website and the particular committee to find what progress has been made so far, positions of countries, problems, what has already been done, past resolutions, reports, and documents.

NGOs. Non-governmental organizations may be involved in aspects relating to your issue. Do a web search for your issue + ngo. For example, Human Rights Watch will have many studies and reports on the issue of torture, while the World Wildlife Fund will have many studies and recommendations concerning endangered species. There are many more, so keep looking. Change your search parameters until you find a relevant NGO to your issue.

Human resources. Again, students and teachers can be a big help in searching information about issues as they may be from places where these issues are part of people's daily lives.

MUNOFS III: Student Officers Research Reports Guide.

Research reports due on 03 September 2010

Use of the following web sites can be quite helpful:

www.crisisgroup.org

<http://unbisnet.un.org/>

<http://documents.un.org/>

<http://unyearbook.un.org/>

Format your research as follows:

Forum: (ie. General Assembly First Committee)

Issue: (exact wording from the conference list)

Student Officer: (your name)

Position: (your title at the conference, ie., Deputy Chair)

Include research under the following sub-headings:

1. Introduction
2. Key Terms Defined
3. General Overview of the Topic / UN perspective
4. Major Parties Involved and Their Views
5. Timeline of Events
6. UN Involvement, Relevant Resolutions, Treaties and Events
7. Possible Solutions
8. Biography (to be comprehensive and MLA formatted)

Where and when appropriate include maps, graphs and charts, statistical tables, illustrations or photos.

Overall the report will run from 8-10 pages. Word processed format (not ppt).

Sample reports can be seen at www.thimun.org, looking to archives.

<http://www.thimunsingapore.org/hague09/>

<http://reports.thimunsingapore.org/>

Also good for delegates to do their own research.

Forum: General Assembly First Committee

Issue: The Question of Monitoring buildup of naval capabilities in Southeast Asia Kosovo

Student Officer: Manas Bajaj

Position: Chair of General Assembly First Committee

Introduction

In the early 1900's, if one mentioned a 'strong military', only a few countries would come to mind, namely the traditional powers of Britain, USA, UK, Japan, Russia and Germany. Towards the middle of the 20th century, even countries such as India, Pakistan and China became military powers and along with the traditional powers had the ability to bully other smaller nations. Today this trend has changed as even smaller nations have developed an arsenal of weapons to deter the powers from dominating them. The naval buildup in Southeast Asia is a part of this trend. Countries such as Vietnam, Indonesia, Malaysia, The Philippines, Brunei Darussalam and even Singapore have increased their naval capabilities in response the growing power of China. (An attack by china is a purely hypothetical situation, there has been no such attack in the past and hence there is no background information and no key events as such. The development can be tracked however and delegates should pay attention to the information given in the paragraphs about the countries that are involved.)

Definition of Key Terms

South-East Asia: the region to the east of India and the south of China. Countries include Brunei, Indonesia, Malaysia, Thailand, Myanmar, Laos and Cambodia

Proxy war: a war instigated by a major power that does not itself participate

Perspective of the UN

The United Nations is keen to monitor the buildup of naval capabilities in Southeast Asia such that the accruing of arms does not endanger the sovereignty or harm any of the countries involved. It would like to issue controls such that these objectives can be achieved.

Major Countries Involved

Indonesia

The country with the biggest Muslim population in the world is slowly becoming a power to reckon with. It has the biggest navy in Asia, but has less sophisticated armaments and technologies than other countries. The Indonesian navy has been attempting to expand and strengthen its navy for many years. In order to do so, The Indonesian navy first purchased a number of ships of the former East German navy in the 1990s. Later, in 2006, Indonesian Navy purchased various ships from Russia. Recently, new corvettes have been ordered from the Netherlands. These corvettes reportedly have sophisticated technology that allows the ships to remain undetected. The Navy also plans to induct 60 patrol vessels within the decade. It is said that this will help them fight naval crime and replace their old boats. The Indonesian navy will also reportedly purchase two modern submarines built for warfare from South Korea.

Malaysia

The Royal Malaysian Navy has one of the largest fleets in Southeast Asia and can be considered one of the most technologically advanced navies. In the late 1980s, the Royal Malaysian navy began to diversify. It purchased corvettes from Italy and developed two 2,300 ton frigates. The navy also imported two German built frigates which were delivered in the early. Since 1980, the Royal Malaysian navy has developed an ambitious plan to create a powerful future fleet by 2020. The first step in this direction was taken in 2006 when the navy ordered two french Scorpene submarines with sophisticated new technologies.

Vietnam

Vietnam has always had a powerful navy, with the United States supplying ships and carriers for Vietnam in 1955. Several of these ships have been left over since then. Vietnam has demonstrated its naval muscle in its battle with China at sea in 1974, giving China a real scare. Recently, it has been reported that a Russian corporation is building ships in Vietnam.

Myanmar

Myanmar first began to build their navy with assistance from Yugoslavia in the 1950's after which it expanded rapidly. Although the Myanmar Navy has expanded rapidly during 1950s and 1960s. In the 1970's however Myanmar did not sustain its growth until vessels until a naval replacement program was initiated in by the government. In 1980, Myanmar Navy acquired six boats from Australia, Singapore and Denmark. In 1990, Myanmar also bought sophisticated technology from China. Since then it has been relatively quiet, although, there is clamor regarding Myanmar because of its strategic location and its

35

relations with China, which are cause for trouble for other South-East Asian countries. This may even be the reason that the other countries are increasing their naval buildup.

Cambodia

Relatively quiet and less of a threat than other South-east Asian countries, the Cambodian Royal Navy has obtained over 12 ships from China since 2005, spending 60 million in the process. This was reportedly to fight transnational crime and trafficking. Additionally, in 2007, the navy added 2,000 forces to its preexisting 1,000 man navy. This may have raised some eyebrows. Again like Myanmar, Cambodia's increasing naval capability may be cause for concern.

Brunei

The Royal Brunei Navy was established in 1966. With naval capabilities increasing all around them, the navy is currently undergoing a large-scale modernization by upgrading their naval base and the purchasing the highly sophisticated Corvettes.

The ships are armed with anti-ship and surface to air missiles.

In 2007, it was reported that the navy was selling their British made corvettes and use the proceeds to build three ships for the Brunei Navy.

The Royal Brunei Navy and the Singapore Navy cooperate with each other in an exercise called Operation Pelican. Recently, officers and soldiers of the Royal Brunei Navy have been sent overseas for advanced training, generally to Australia, Malaysia, New Zealand, Singapore, UK and United States of America. These recent advancements show that in the not too distant future, the Royal Brunei navy will be a force to reckon with.

Philippines

The Philippine navy as a rich history dating back as far as Spanish colonization in the 16th century. In 1945, after the Philippines was liberated, the Philippine navy underwent a great change with several new programs being introduced. These new programs came to fruition in 1950, when the Philippine navy planned their first course of action against rebels. By the 1960's many countries that had gained independence post World War II, sought assistance from the Philippine Navy in organizing their own navies. Indonesia is an example of such a country

For the next few decades the government had to focus its energies towards countering the Communist insurgency. In order to do so, the Philippines had to strengthen its navy making it suited for ground-based operations.

Modernization of the Philippine navy is also expected to greatly enhance the Navy's capacity to contain attacks from other countries. In 1997, the Philippine Navy acquired three British vessels after the British withdrawal from Hong Kong. In 2004, the US transferred one of its vessels to the Philippines. With comparatively modern landing ships and a small but well-disciplined Marine Corps, the Philippines can hold its own on attacks that are not ground based. Probably the most powerful navy in all of South-east Asia.

Singapore

The Royal Navy of Singapore was created in 1934. Its first key involvement was in 1948 when the Malayan Force was raised by the Singaporean government and was later granted the title of the Royal Malayan Navy in 1952. In the late 90's Singapore purchased many submarines from Sweden. Earlier this year, the submarines and more ships were delivered by Sweden and France. Recently Singapore has also purchased naval frigates from Germany.

Although Singapore is a small country it has a formidable naval arsenal, which is enough to defeat any south-east Asian country with a little bit of luck and some support.

China

The Big brother in Southeast Asian Politics, China has traditionally had a very powerful navy (short of Japan in Asia). Most of its equipment is purchased from the US, though several ships have been built domestically under license or through domestic development. The Chinese navy has also purchased from France and the Netherlands in the past. China has most recently in 2007 and 2008 also requested for more naval arms from the US.

China has been using its unique status in Asia to strengthen some of its neighbors, protecting it in the future from possibly hostile South-east Asian powerhouses such as Indonesia and Malaysia, whose navies have developed greatly. It has also been selling naval equipment to certain countries to gain dominance over the region, over its traditional Asian rival Russia. Malaysia, Brunei, and the Philippines have long contested Chinese are all developing sophisticated naval weaponry in response to China's activities. Malaysia has added Russian submarines. Vietnam, the Philippines, and Brunei are increasing their capabilities by purchasing submarines. Between 1994 and 1998 the aforementioned nations and Singapore spent a lot of money on naval weaponry.

Indonesia has begun a five-year program to enlarge its navy from 52,000 to 70,000 while its Marine Corps will add 10,000 men. Fourteen additional ships will be purchased to reinvigorate the aging fleet. If China is hostile, Indonesia can easily add to an increasingly large number of anti-China navies in Southeast Asia.

Thailand

The Thai royal navy was created in the 1800's. Most of the current naval equipment comes from the United States, but Thailand has also traded with Italy, Canada and most notably Spain, from who it purchased helicopters. Most recently Thailand has been trying to make more purchases to the tune of 191 million dollars. It is reported that most of this money will be spent on Israeli naval firearms and Singaporean amphibious technology. Although some of Thailand's immediate neighbors may be alarmed by this purchase, a reported reason for these purchases is their effectiveness in crisis management, effectively to prevent more problems, such as those caused by the 2006 Indian Ocean Tsunami.

Russia

Although certain naval bases outside Russia, such as Cam Ranh Bay in Vietnam, were closed, Russia had developed a strong friendship with certain Southeast Asian countries such as Vietnam and others by selling them naval weaponry. It can be argued that this is the reason that China has built up its navy, to counter the possible threat of a powerful Russian navy, which in the future looks set to dominate the seas.

USA

The US Navy was a major participant of the Vietnam War. The US navy currently has a base in Japan, very close to countries in South-east Asia. The navy has been extensively involved in anti-piracy efforts, and countering terrorism, and accordingly attempted to step up involvement in the area. The United States has recently made attempts to increase its naval presence, but Indonesia and

Malaysia has successfully limited the extent of its involvement. Despite being denied a permanent naval presence in the Malacca Strait, Malaysia and Singapore has both held joint naval exercises with the US Navy (USN) to police the strait. Additionally, in 2006 over 200 USN personnel spent time in Indonesia to strengthen ties between the two states' navies and look into security in the strait. The United States donated 10 new radar systems which were installed in 2008. The US interest in providing security in the Malacca Strait is not all about piracy, terrorism and disruption and trade. The United States is trying to be in a good position to manage an increasingly powerful China and deal with any future security threats. However, Washington is prevented from pushing the littoral states to accept its desired role for the region largely because the balance of power in the Malacca Strait is not about subservience to one major power, but maneuverability and flexibility of all powers in case of a crisis. Another reason is that, Indonesia is reluctant to allow the US to maintain permanent presence in the reason partly due to fears of creeping infringement of its sovereignty fuelled by memories of past US interference, such as the counter-coup in 1965 which brought President Suharto to power. Malaysia, too in spite of engaging in programs with the US navy is wary of their presence, because of its past colonial history and the US's power.

European Countries

Many European countries such as France, UK, Netherlands and others have sold naval goods to Southeast Asian countries. This maybe to create its influence there, and balance the influence of the US and China, also creating friendship with these countries in case China becomes hostile.

India

India has been on the world map for more than a few years now. Hence, unlike other countries in and around southeast asia its navy has long influenced naval buildup. India and the United States, possibly even Russia are the only countries in southeast asia that in the future may be able to contain a naval threat from China.

Possible Solutions

Since this problem is relatively new, it will require a measure of critical thinking and problem solving from all delegates. Some of the starting points to think about are:

1. The power of China versus India, Russia, USA and other smaller countries
2. The role of naval development towards trade
3. The role of naval development towards crisis management (as in Thailand)
4. The role of ASEAN (Association of South East Asian association of Nations), although they are not a UNO, some things that they have done have heavily influenced and will continue to heavily influence naval buildup
5. The role of European countries like Spain and the Netherlands, towards encouraging this sort of buildup
6. The possibility of a proxy war, and its implications
7. Consider the tenuous position of politics in the oceans (for example even between Malaysia and the USA as described above, a small spark can create a fire)
8. The sensitive nature of this problem (encroaching on a country's rights and sovereignty)

37

Conclusion

Delegates the naval buildup in Southeast Asia is a pressing problem that harkens back to an earlier time when the arms race was rampant. All countries in Southeast Asia are spending an increasing amount of money on their militaries and specifically on their navies. It is important that the causes for this spending are addressed and that they are given less reason to spend on their navies. A powerful Southeast Asian navy can balance regional politics, however it moves the UN further away from its ultimate goal of disarmament as enshrined in the UN charter.

Bibliography

- Richardson, Michael. "Southeast Asia collects a hodgepodge of arms." *New York Times* [New York] 14 Aug. 1997. Print. <<http://www.nytimes.com/1997/08/14/news/14iht-arms.1.0.html>>
- Kennedy, Paul. "Articles-Paul Kennedy." *Http://www.leighbureau.com*. Leighbureau. Web. Aug.-Sept. 2009. <http://www.leighbureau.com/speaker_documents.asp?view=article&id=98>
- "Thailand Plans \$191.3M Arms Purchase." *www.defensenews.com*. 12 Sept. 2009. Web. 15 Sept. 2009. <<http://www.defensenews.com/story.php?id=3722292&c=ASI&s=LAN>>.
- Lee, Jae-Hyung. "China and the Asia-Pacific Region: Geostategic Relations and a Naval Dimension". IUniverse. Print.
- Bruce, Vaughn. "CRS Report for Congress." *2www.fas.org*. 4 Apr. 2006. Web. 16 Sept. 2009. <<http://www.fas.org/spp/crs/row/RL32688.pdf>>.
- Carter, James M. "US paradox of construction and destruction." *Asia Times online*. Asia Times, 25 Apr. 2008. Web. 12 Sept. 2009. <<http://www.atimes.com/atimes/SoutheastAsia/JD25Ae01.html>>.

Appendix: Past UN Resolution

Resolution 38/188 G of 20

Objective: to study the naval arms race and to curb the naval arms race
Link: Part F of <http://www.un.org/documents/ga/res/38/a38r188.htm>

Policy Statements

The Policy Statement

Part of MUN preparation includes the writing of a brief, but comprehensive, policy statement by each delegate on each issue. This serves three important purposes. Firstly, it allows the delegate the opportunity to think his policy out more thoroughly; secondly, it serves the greater need of their delegation to have a document which contains the country's policy on all issues at the conference so that there will be consistency in policy among the various members of the delegation. Ideally, each delegate should have some familiarity with all the issues so that they will feel comfortable in representing their country's view, when asked, even if they are not specifically prepared on a particular issue. The third important function of the policy statement is to act as an outline for the preliminary draft resolution.

Components of a Policy Statement
An explanation and definition of the issue and its key terms as they appear on the agenda. For example, it is essential to define terms such as Nuclear-Weapon-Free-Zone (NWFZ) and what would or would not be part of an NWFZ, and state the limits of what constitutes "Central" in the creation of an NWFZ in Central Asia.
A short summary of recent international action related to the question.
Reference to key documents relating to the issue (which should be underlined).
A general statement of the country's position on the issue.
Specific suggestions for a solution to the question which may provide ideas for the first draft operative clauses of a resolution.

Here is a sample of a policy statement. Note the way the components listed above are included. Policy statements should be shared only with other delegation members and those directly concerned in the lobbying and negotiation process. The policy statement should be treated like a confidential diplomatic document of your government.

Sample Policy Statement
<p>Delegation: Botswana</p> <p>Commission: Disarmament</p> <p>Question of: Nuclear-Weapon-Free-Zones (NWFZs)</p> <p>Botswana sees it as vital for peaceful coexistence that we encourage the establishment of nuclear weapon-free zones in various regions of the world as we hope that such efforts will lead to the total denuclearization of the world. As defined in previous GA resolutions, nuclear weapon-free zones shall be any zone, recognized as such by the GA, established by any group of states in free exercise of their sovereignty, under a treaty or convention in which:</p> <ol style="list-style-type: none"> defines the status of complete absence of nuclear weapons to which the zone shall be subject; and establishes an international system of verification and control to guarantee compliance with the obligations derived from this status. <p>Botswana applauds the recent efforts made by the members of the UN to facilitate the establishment of a nuclear weapon-free zone in Africa, under the 1996 Treaty of Pelindaba. We also praise the setting up of such zones in Asia, the Middle East and Latin America. Botswana hopes that all nations will lend support to the creation of nuclear weapon-free zones in such areas and urges that nuclear energy be used only for peaceful mean. However, Botswana expresses its deepest regret that, in recent</p>

Writing a resolution

Before beginning a resolution you must understand the issue, have an opinion, and have an idea of what you want to do about it.

There are two parts to the resolution.

The first part (preamble) explains how you view the issue and the reasons why the United Nations need to do something.

The second part (operative) details what you want to do about the issue.

The preamble is important to the resolution and forms the outline of your speech. In your speech you will explain more.

The operative section is the most important part. It is the operative clauses that are read and debated. Therefore it is important to be precise, accurate, and appropriate.

Each operative clause contains ONE specific thing that is to be done.

An operative clause may have sub-clauses which provide further specific details on the main idea of the clause.

Use the resolution practice sheet in "Preparing for an MUN conference", as a guide.

efforts to establish NWFZs, some countries have refused to abide by the will of the international community. It is in our deepest interest to see that nuclear energy is used for peaceful purposes, and that nations with nuclear capability prevent the proliferation of such weapons to nations in potential NWFZs.

The Draft Resolution

Now that you have researched your country, the issue, and created a policy statement, you are ready to put together a draft resolution.

The draft resolution is a document that you make and is intended to be presented to your committee and publicly debated.

The draft resolution sets out clearly and formally your country's position on the issue, and exactly what you want the nations of the UN to do about it.

The document is very formal and has one correct format. That format is given below as well as an example.

It is very important to prepare the draft resolution well. You will need to anticipate possible objections from other countries, set forth clear reasons for the correctness of your resolution, and clearly establish the degrees and limits of the actions you are proposing.

You will then have a document ready to present to other groups, but not yet ready for debating. The first step is called Lobbying and Merging. In this step you will negotiate with other delegations and try to get them to join you in your resolution. Alternatively you may join in their resolution on the same issue.

Ideally you will find that some of your ideas plus some of their ideas will need to be blended together – Merged – into a single draft resolution that several delegations can support.

Once you have a merged resolution and several delegations supporting it (co-sponsors), your draft resolution is ready for debate.

See Appendix A for an example of a well done resolution from a THIMUN conference. (page 15)

See Appendix B for a list of appropriate Preambulatory and Operative phrases. (page 19)

You may also find the following tips helpful.

Tips for Resolution Writing

Be sure to follow the format for resolutions provided by the conference organizers. Each conference may have a slightly different format. *

Create a detailed resolution. For example, if your resolution calls for a new program, think about how it will be funded and what body will manage it.

Try to cite facts whenever possible.

Be realistic. Do not create objectives for your resolution that cannot be met. Make sure your body can take the action suggested. For example, the General Assembly can't sanction another country -- only the Security Council can do so.

Try to find multiple sponsors. Your committee will be more likely to approve the resolutions if many delegates contribute ideas.

Preambulatory clauses are historic justifications for action. Use them to cite past resolutions, precedents and statements about the purpose of action.

Operative clauses are policies that the resolution is designed to create. Use them to explain what the committee will do to address the issue.

* THIMUN affiliated conferences follow the THIMUN formats and protocols.

Here is your format.

Question of: (this is the issue of your committee, in italics).

FORUM, IN UPPER CASE, TITLE OF YOUR COMMITTEE, ENDS WITH
COMA,

(pre-ambulatory clauses)

These must each begin with a pre-ambulatory word,

There is a space between pre-ambulatory clauses,

Each pre-ambulatory clause ends in a coma,

The first word only (the pre-ambulatory word) is underlined,

Pre-ambulatory clauses are not numbered,
(operative clauses)

1) These are the action clauses;

2) They state what you want to do;

3) Each clause begins with an 'operational' word;

4) The operational words are underlined;

5) Each operational clause is numbered;

6) Alignment is the left margin;

7) Each operational clause ends in a semi-colon;

8) There is a double space between each operational clause;

a) sub-clauses are possible,

b) first word is not capitalized,

c) sub-clauses align under the first letter of the operational word,

d) sub-clauses end in a coma,

e) except the last sub-clause that ends in a semi-colon;

9) The last operative clause ends in a period.

You may use this document as a format and fill in the appropriate sections. Be sure to delete all instructional information above as you insert your own appropriate text. Cut-and-paste this table into a new word document.

Sample Resolution

Question of: Managing the consequences of rapid economic growth in view of climate change

THE ECONOMIC AND SOCIAL COUNCIL,

Recognizes that choosing environmentally friendly lifestyles has economic consequences and is not necessarily cheap in the short or long term,

Points out that the Stern Review estimates that the overall costs and risks of climate change will cost five percent of global GDP each year,

Alarmed by the fact that only 20 percent of the fuel burned in automobiles physically moves them and only eight per cent of the fuel is used to propel aircraft,

Disturbed by projections stating that if countries sit back and adopt a "business as usual" approach, the result could be a more than doubling of global carbon emissions by 2050,

Realizes that economic growth has the ability to improve the living quality of people's lives and also further the development of science and culture,

1. Calls for a worldwide conference held by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the United Nations Environmental Program (UNEP), and the United Nations Development Program (UNDP), with its location to be determined by the United Nations, to be held in 2009 for any willing nation, developed or developing, to discuss recent environmental concerns such as:
 - a. energy recovery techniques including, but not be limited to:
 - i. carbon capture and storage,
 - ii. hydrogen systems,
 - iii. biotechnology,
 - b. dissemination of information regarding the severity of this situation through means such as:
 - i. mass media and workshops,
 - ii. the integration of such material into high school and college curriculums, more specifically in the economics, sciences, and international development disciplines,
 - iii. financial management of incentives given to corporations to use alternative energy resources and the resulting progress,
 - iv. management of waste water and improvements in water pollution with help from the United Nations Environment Program (UNEP),
 - v. success or failure of water levees and how to best deal with them in the future;
2. Encourages all member states, with help from organizations like the United Nations Educational, Scientific, and Cultural Organization (UNESCO), to implement a comprehensive education and awareness program through means such as television, radio broadcasts, websites, billboards, pamphlets, newspaper/magazine articles, posters, and oral seminars and school curriculums about the following, but not be limited to:
 - a. the basic causes and effects of global warming, particularly emphasizing recent natural disasters like rising sea levels, melting ice caps, droughts, and the wildlife habitat and human health risks from disease outbreak as a result of a rapidly changing climate,

- b. the actions one can take to lessen the effects of it at an individual household level, such as:
 - i. reducing, reusing, and recycling materials after use,
 - ii. promoting energy efficient and energy conserving products like fluorescent incandescent light bulbs,
 - iii. sealing air leaks or the designing of homes that take advantage of solar heating to maximize heating efficiency,
 - iv. the use of public transportation or carpooling or biking and walking instead of driving private cars, promoting it particularly by implementing systems of transportation such as an odd/even license number or other license plate number system,
 - v. the benefits of investing in alternative energy resources or renewable fuels, and the promotion of fuel efficient vehicles;
3. Proposes the development of the United National Emissions Watch (UNEW) under the auspices of the UNEP, which will:
 - a. monitor and ensure emission level compliance of member nations,
 - b. create a database of inspection results that is open to UNESCO, UNDP, UNEP and the nation itself for purposes of improving the carbon emissions of the country,
 - c. along with the UNEP and the member nation itself, determine an adequate punishment for prolonged violations of emission levels by member nations,
 - d. work with willing member nations, along with the aid of the International Monetary Fund (IMF), the World Bank, the UNEP, and the UNDP, to discuss the nation's plans for updating its emissions infrastructure,
 - e. determine new emission levels for nations in the future based on their performance and other nations' performances;
4. Recommends that member nations institute an emissions market within their own countries;
5. Urges the United Nations, with the participation of relevant Non-Government Organizations (NGOs), UN Organizations (UNOs), and member nations, to develop an international emissions trade system that will:
 - a. have UNEW send in a team of experts to determine emission limits, which will be re-evaluated annually and bi-annually for nations where emissions issues are severe, for each member nations based on, but not limited to:
 - i. the nation's current emission levels and projected emission levels for the next few years by both the nation's own government and the UNEP,
 - ii. the size, age, and number of industries in the nation,
 - iii. the nation's emission profile relative to other nations of similar economic developmental status,
 - iv. the technological prowess of the nation's capital and the cost of updating such equipment,
 - b. serve to provide a source of income or compensation for the nation to update its capital;
6. Strongly urges developed nations to institute means of sharing environmentally friendly technology and aiding in the development of such in developing nations with incentives such as discounted prices, to be approved by the UNEW, for the sale of emission permits outlined in clause 5;

7. Encourages the research and development of alternative fuel sources, such as renewable energy and biomass which are sustainable and cause less harm to our environment, through means such as but not limited to:
 - a. urging member nations to cut down on subsidies given to the fossil fuel industry,
 - b. coordinating research efforts of research facilities and universities on a local, national, and international level to work towards faster results under the supervision of the UN-Energy such as further research of more agricultural and farming methods specific to particular regions, taking into account the climate and geographic factors, that could help improve the harvest of farmers and the production of cheaper yet still efficient advanced technologies,
 - a. working towards the greater commercialization of such fuel sources, in order to make it more available and less expensive,
 - b. further investing resources into the development of bio-fuels as a potential alternative;
8. Encourages more member nations to join the International Energy Agency (IEA), and commit to taking joint measures to combat the issues of climate change by:
 - a. consolidating their database which will keep track of vital information such as:
 - i. policies to reduce greenhouse gas emissions,
 - ii. energy efficiency,
 - iii. renewable gas policy,
 - b. working collaboratively in order to increase the diversification of their energy sources in order to stay economically competitive and protect the environment;
9. Seeks to collaborate efforts between NGOs such as World Trade Organization (WTO) and other non-profit environmental groups such as Roots and Shoots to set up programs of reforestation in all willing member nations, in order to stimulate the domestic economy by:
 - a. suggesting that nations provide paid jobs for local farmers to participate in the tree planting program,
 - b. implementing a system whereby after a certain number of years of tree planting, to be decided based upon tree species, farmers are allowed to cut down one third of all the trees planted in a certain year to sell as timber.

Appendix B

Preambulatory Phrases		
Acknowledging	Expecting	Noting with appreciation
Affirming	Expressing its appreciation	Noting with approval
Alarmed by	Expressing its satisfaction	Noting with deep concern
Approving	Fulfilling	Noting with regret
Aware of	Fully alarmed	Noting with satisfaction
Believing	Fully aware	Observing
Bearing in mind	Fully believing	Pointing out
Confident	Further deploring	Reaffirming
Congratulating	Further recalling	Realizing
Contemplating	Guided by	Recalling
Convinced	Having adopted	Recognising
Declaring	Having considered	Referring
Deeply concerned	Having considered further	Reminding
Deeply conscious	Having devoted attention	Seeking
Deeply convinced	Having examined	Taking into account
Deeply disturbed	Having heard	Taking into consideration
deeply regretting	Having received	Taking note
Deploring	Having studied	Viewing with appreciation
Desiring	Keeping in mind	Welcoming
Emphasising	Noting further	

Operative Phrases		
Accepts	Encourages	Recommends
Affirms	Endorses	Regrets
Approves	Expresses its appreciation	Requests
Asks	Expresses its hope	Resolves
Authorises	Further invites	Seeks
Calls for	Further proclaims	Strongly affirms
Calls upon	Further recommends	Strongly condemns
Condemns	Further requests	Strongly urges
Congratulates	Further resolves	Suggests
Confirms	Hopes	Supports
Declares accordingly	Invites	Trusts
Deplores	Proclaims	Transmits
Designates	Proposes	Urges

Appendix C

Ammendments

All amendments must be submitted to the Chair, at the appropriate time during formal debate, on an Amendment Sheet of the approved format (see Sample Amendment Sheet).

A separate Amendment Sheet must be used for each amendment or amendment to an amendment.

All amendments must state clearly:

- which clause(s) is/are affected by the amendment;
- the kind of amendment, e.g. strike, insert, strike and insert, add.

Amendments may be handwritten but must be LEGIBLE. Illegible or untidy amendments will be ruled out of order.

Sample Amendment Sheet
Commission: <i>Environment</i>
Question of: <i>Research into the Ozone Layer</i>
Resolution number: <i>EC/D/002</i>
Amendment submitted by: <i>Somalia</i>
Proposed amendment: (State clearly the clause(s) to be amended and the nature of the amendment.) <i>To strike in Operative Clause 3 the words,</i> <i>"all governments consider imposing"</i> <i>and insert the words,</i> <i>"the governments of all E7 developed nations impose"</i> <i>so that the clause would read,</i> <i>"Suggests that the governments of all E7 developed nations</i> <i>impose taxes on the production etc."</i>

Amendments

Even though you have created an excellent draft resolution, and even though you have other delegations joining with you to support your resolution, there will be other delegations who will want to make changes to it. Also, you will want to make changes to the resolutions of other delegates when those resolutions are being debated. Changes are called amendments, and you suggesting a change is called submitting an amendment.

Use an official Amendment Sheet. (See example at Appendix C, page 20)

Sample Amendment Sheet
Commission:
Question of:
Resolution number:
Amendment submitted by:
Proposed amendment:
<i>(State clearly the clause(s) to be amended and the nature of the amendment.)</i>